

TIER

Tiered **I**nterventions Using
Evidence-Based **R**esearch

Handouts

Culturally and Linguistically Responsive Practices

Incorporation
in Academic Instruction



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Getting to Know Culturally and Linguistically Diverse Students

How do educators at your school gather information about culturally and linguistically diverse students?

Cultural and Linguistic Identities

- Students differ in their cultures and lived experiences.
- English learners (ELs) represent many different cultures and languages. Even students with the same primary language can have different cultures and experiences.

How do we gather information about students' cultural and linguistic identities?

Cultural and Linguistic Assets

- Students have funds of knowledge from their cultural communities that they can use to make important connections to academic content.
- Students' primary languages are assets in learning a second language and comprehending academic texts.

How do I get to know my students' cultural, linguistic, and academic strengths?

What are my students' interests, extracurricular activities, and family make-up?

Educational Backgrounds

- Students, specifically ELs, can differ in their educational backgrounds. They may have had different opportunities to develop literacy or access formal schooling.
- ELs are often served by different language programs (e.g., transitional bilingual, dual-language immersion, English as a second language) at different points in their academic trajectories.

How do I find out what educational opportunities my students have had prior to my class (e.g., prior schooling, literacy instruction, type of language programs)?

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English and Spanish Sounds

English consonant sounds present in Spanish	/n/, /p/, /k/, /f/, /y/, /b/, /g/, /s/, /ch/, /t/, /m/, /w/, /l/, /h/
English consonant blends present in Spanish	pl, pr, bl, br, tr, dr, cl, cr, gl, gr, fl, fr
English consonant sounds that are difficult for English learners (ELs)	/d/ (can be pronounced as /th/), /j/, /r/, /v/, /z/, /sh/, /zh/, /th/
English vowel sounds not present in Spanish	<u>m</u> an, p <u>e</u> n, tip, <u>u</u> p, r-controlled vowels, schwa sound, <u>ca</u> ught, <u>cou</u> ld, <u>u</u> se
Initial English sounds that are difficult for ELs	/sp/, /st/, /sk/
Final English sounds that are difficult for ELs	/rd/, /st/, /ng/, /sk/, /z/, /oil/, /mp/, /dg/

Adapted from Helman, 2004.

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English-Spanish Cognates

English	Spanish	English	Spanish
absolute	absoluto	calm	calma
absorb	absorber	cancel	cancelar
abstract	abstracto	capital	capital
acceleration	aceleración	captain	capitán
accent	acento	category	categoría
accident	accidente	central	central
acid	ácido	chocolate	chocolate
acre	acre	circulation	circulación
active	activo	colony	colonia
administer	administrar	concise	conciso
admire	admirar	conflict	conflicto
adult	adulto	constant	constante
allergy	alergia	credit	crédito
alphabet	alfabeto	department	departamento
ambition	ambición	determine	determinar
animal	animal	direction	dirección
annual	anual	education	educación
assembly	asamblea	elephant	elefante
attraction	atracción	excellence	excelencia
bank	banco	extreme	extremo
biology	biología	factor	factor
block	bloque	function	función
brutal	brutal	gallon	galón
calcium	calcio	gas	gas
calendar	calendario	general	general

English	Spanish
habit	hábito
history	historia
horror	horror
hospital	hospital
human	humano
idea	idea
imagine	imaginar
impressive	impresionante
index	índice
individual	individuo
insect	insecto
intense	intenso
invent	inventar
laboratory	laboratorio
literature	literatura
manual	manual
mark	marca
mathematics	matemáticas
melon	melón
minute	minuto
model	modelo
music	música
national	nacional
natural	natural
number	número
observe	observar
opinion	opinión

English	Spanish
oral	oral
palace	palacio
part	parte
partial	parcial
participate	participar
pause	pausa
permit	permitir
person	persona
practice	práctica
president	presidente
principal	principal
process	proceso
public	público
radio	radio
rational	racional
represent	representar
result	resulta
segment	segmento
simple	simple
solid	sólido
special	especial
telephone	teléfono
television	televisión
tranquil	tranquilo
vacation	vacación
visit	visita

Adapted from The Meadows Center for Preventing Educational Risk. (2016). *First-grade literacy achievement academy*. Austin, TX: Author.

Strategies for Enhancing Classroom Discourse Practices for English Learners

General Concepts

- **Preteach key academic vocabulary** and discourse structures needed for students to demonstrate their knowledge of the discussion topic.
- **Activate students’ background knowledge** before structured talk on a specific text, concept, or topic.
- **Set expectations** for students’ roles and behaviors during classroom interaction.
- **Empower students to initiate talk**, not just respond to your talk.
- Use **open-ended prompts** that encourage extended discourse, rather than yes/no prompts.
- **Encourage peers to respond to one another** to promote extended discourse (e.g., “Tell me more.” “What do you mean by that?”).
- **Build on the language students use** when clarifying or extending their ideas.
- **Focus your feedback on meaning**, rather than correcting minor grammar or pronunciation mistakes.
- **Provide, and allow peers to provide, first-language support** to emergent and beginning English learners.
- **Promote students’ diverse ideas**, expecting evidence from them to support their ideas.
- **Evaluate students’ interaction** based on clear academic language objectives and content objectives communicated to students at the beginning of lessons.

High-Quality Discussions of Text

Select a text that lends itself to compelling discussion. Consider your instructional purpose and students’ needs when choosing a text.

Consider the types of thinking you want students to engage in when they discuss the text, including the following.

Type of Thinking	Description
Locate and recall	Locate specific facts or details; identify important information and supporting details; find story elements such as characters and setting.
Integrate and interpret	Make connections across parts of a text; compare and contrast information or story elements; use mental images; consider alternative ideas or explanations for what’s in a text.
Critique and evaluate	Assess a text from various perspectives; synthesize what’s in one text; decide on what’s significant within a text; judge whether a text and its features effectively accomplish a purpose.

Develop Question Prompts

- Go beyond the text's surface level.
- Focus on what students will think about in relation to the text.
- Move beyond locate and recall questions to higher-level questions.

Use Question Stems

- Why did _____?
- What do you think _____?
- If you were the author, _____?
- What does _____ remind you of and why?

Prepare Follow-Up Questions

- Students can struggle with the initial question, especially a question that requires them to make several connections across the text.
- Help students with prompts that extend their thinking and steer them back to making connections to the text.
- Example follow-up questions and stems:
 - That's what the text says, but what does that mean?
 - What makes you say that?
 - What happened in the text that makes you think that?
 - Can you explain what you meant when you said _____?
 - Do you agree with what _____ said? Why or why not?
 - What does the author say about that?
 - What is an example of that?

Adapted from Texas Education Agency, 2017.

Shoot-Rebound Discussion Prompts



SHOOT-REBOUND DISCUSSION PROMPTS

EXPRESSING YOUR IDEA	RESPONDING TO YOUR CLASSMATE'S IDEA	ASKING FOR CLARIFICATION
<p>I believe _____.</p> <p>I think _____.</p> <p>In my opinion _____.</p> <p>After thinking about it, I believe that _____.</p>	<p>I agree with _____.</p> <p>I agree with _____, but I want to add _____.</p> <p>What you are saying reminds me of _____.</p> <p>I disagree with _____ because _____.</p>	<p>Can you clarify what you said?</p> <p>Could you repeat that part again?</p> <p>I hear you. I would like to know what evidence you have.</p> <p>I have a question.</p>



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EXPRESANDO TU IDEA	RESPONDIENDO A LA IDEA DE TU COMPAÑERO	PIDIENDO UNA ACLARACIÓN
<p>Yo creo _____.</p> <p>Yo pienso _____.</p> <p>En mi opinion _____.</p> <p>Despues de pensar, yo creo que _____.</p>	<p>Yo estoy de acuerdo porque _____.</p> <p>Yo estoy de acuerdo con _____, pero quiero agregar _____.</p> <p>Lo que estas diciendo me recuerda de _____.</p> <p>No estoy de acuerdo porque _____.</p>	<p>¿Puedes aclarar lo que dijiste?</p> <p>¿Podrías repetir esa parte otra vez?</p> <p>Te escucho. Me gustaría saber qué pruebas tienes.</p> <p>Tengo una pregunta.</p>



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Academic Discussion Prompts and Response Frames

CREATE		CLARIFY	
What is your idea?	One idea could be ____.	What do you mean by ____?	What I was trying to say was ____.
How can we combine these ideas?	This reminds me of ____.	Can you elaborate on ____?	In other words, ____.
What are other points of view?	I noticed that ____.	Why do you think this is important?	It is important because ____.
What did/do you think about ____?	I think that ____.	Can you be more specific?	More specifically, it is ____ because ____.
Do you have a question?	My question is ____.	I am not sure I understand ____.	What part should I clarify?
NEGOTIATE		FORTIFY	
What is your opinion?	I see it a different way. Why do you disagree?	Can you give an example from the text?	For example, _____. It said in the text that _____.
I disagree with ____ because _____.	On the other hand, _____.	What page are you on? Where does it say that?	I am looking at page ____.
Our ideas are similar because _____ and different because _____.	You bring up a good point, but _____.	Why do you believe that _____?	I remember that _____.
How can we decide who has the stronger idea?	Let's compare our ideas.	Can you give an example from your life?	This reminds me of my life because _____.

Adapted from Zwiers & Soto, 2016.

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Think-Write-Pair-Share Organizer

Question (open-ended)	What I think	What my partner thinks	What we thought
	I think that...	I understand that you think that...	We both agreed that...
Pregunta	Lo que pienso	Lo que piensa mi compañera/o	Lo que pensamos
	A mí me parece que...	Te oigo decir que...	Pensamos que...

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